

# Pine Tree Independent School District

## Pine Tree High School

### 2016-2017 Goals/Performance Objectives/Strategies



# Table of Contents

Goals .....	3
Goal 1: Pine Tree ISD will be rated as Met Standard for state accountability and meet and/or exceed the statewide passing rates for each STAAR assessed grade and subject. ....	3
Goal 2: Increase the student attendance rate from 95.27% to 97%. ....	7
Goal 3: Increase the number of students who are prepared for post secondary opportunities and are college and/or career ready. ....	8
Goal 4: Provide a safe and orderly school climate that is conducive to student learning .....	10
Goal 5: Promote parent, school, and community relationships that foster increased student achievement. ....	11
Goal 6: Provide research-based, developmentally appropriate, and relevant instruction that promotes higher-order thinking skills. ....	12
Goal 7: Integrate technology to enrich the curriculum and expand learning opportunities for all. ....	14
State System Safeguard Strategies .....	16
Federal System Safeguard Strategies .....	17



# Goals









**Goal 1: Pine Tree ISD will be rated as Met Standard for state accountability and meet and/or exceed the statewide passing rates for each STAAR assessed grade and subject.**

**Performance Objective 1:** Increase EOC scores for English I from 71% and English II from 68% to meet and/or exceed the statewide passing standard and at least 80% of all students show growth.

**Evaluation Data Source(s) 1:** EOC scores

**Summative Evaluation 1:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b>            CSF 1 CSF 2</p> <p>1) PTHS will utilize the support and expertise of a reading specialist who will provide specific instruction focusing on reading strategies for at-risk learners and those students reading below grade level.            State System Safeguard Focus: African American (55%), Economically Disadvantaged (63%), Special Ed (12%) and LEP (33%) for English I            African American (53%), Two or more races (55%), Special Education 13%, and LEP 13%</p>	Principal, Assistant Principals, Academic Dean, Reading Specialist - FTE (1), Teachers	Increase in the percentage of students meeting or exceeding the state passing standard on the EOC. CBA data and benchmark data that show progress.			
Funding Sources: 163- Comp Ed Funds - 44825.00					
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b>            CSF 1 CSF 2</p> <p>2) 9th Grade MAPS Class            Use the TEA innovative course called Methodology for Academic and Personal Success (MAPS) with a select group of ninth graders. This course is designed to focus on the skills and strategies necessary for students to make a successful transition into high school and an academic career.            State System Safeguard Focus: African American, Economically Disadvantaged, and Special Ed for English I and Special Ed in Biology and Algebra I.</p>	Principal, Assistant Principals, Academic Dean, Teacher - FTE (.55)	Student Engagement, Student Success in Classes and on EOC Assessments			
Funding Sources: 163- Comp Ed Funds - 20696.50, 199 - General Funds - 0.00					








<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>3) Support Classes Provide academic support classes for students who have been unsuccessful on one or more EOC tests. System Safeguard Focus: African American, Hispanic, Economically Disadvantaged, and Special Ed.</p>	Principal, Assistant Principals, Academic Dean, Teachers	Student Growth, CBAs and Benchmarks EOC Success, Receiving of credit for all classes			
Funding Sources: 199 - General Funds - 0.00, 163- Comp Ed Funds - 0.00					
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>4) Utilize PLC teams to plan instructional strategies, assessments and discuss data for students who are taking EOC tests.</p>	Principal, Assistant Principals, Academic Dean, Teachers	Weekly PLC Meetings, Student Data Student Progress, Student EOC Success			
Funding Sources: 199 - General Funds - 0.00					
<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>5) Use RtI model to intervene for all students who do not show adequate progress.</p> <p>State System Safeguard: African American, Hispanic, Economically Disadvantaged and Special Ed</p>	Teachers, Administrators, Academic Dean, Content Mastery, Paraprofessionals	Student Progress Student EOC Success			
<p align="center">  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>					

**Goal 1:** Pine Tree ISD will be rated as Met Standard for state accountability and meet and/or exceed the statewide passing rates for each STAAR assessed grade and subject.

**Performance Objective 2:** PTHS will increase EOC scores for Algebra I from 78%, Biology from 86% and U.S. History from 90% to meet and/or exceed the statewide standard and at least 80% of all students will show growth.

**Evaluation Data Source(s) 2:** EOC scores

**Summative Evaluation 2:**


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
<p><b>State System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2</p> <p>1) Strategically place and build classes based on student need and achievement. Provide content mastery support based on student need.</p>	Principal, Assistant Principals, Academic Dean, Counselors and Teacher (FTE - 1)	Improvement in overall student success in Algebra I class. Increase the percentage of students meeting and/or exceeding the statewide passing standard on the EOC.			
Funding Sources: 163- Comp Ed Funds - 22412.50					
<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2</p> <p>2) Use PLC teams to examine instructional practices and discuss data for students who are taking EOC tests.</p>	Principal, Assistant Principals, Academic Dean, Counselors	Improvement in overall student success in Algebra I class. Increase the percentage of students meeting and/or exceeding the statewide passing standard on the EOC.			
Funding Sources: 199 - General Funds - 0.00					
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>					

**Goal 1:** Pine Tree ISD will be rated as Met Standard for state accountability and meet and/or exceed the statewide passing rates for each STAAR assessed grade and subject.

**Performance Objective 3:** Increase the percentage of students by 10% who reach Level III on the passing standard on all EOC tests.

**Evaluation Data Source(s) 3:** Final EOC scores

**Summative Evaluation 3:**










Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Provide an Advanced Academics class in English I, II and III to support gifted learners who demonstrate creativity and initiative in learning and thinking.</p>	Principal, Assistant Principals, Academic Dean, Teachers - FTE (.43)	Gifted learners achieving level III on EOCs. Student response to these classes was extremely positive.	✔		
Funding Sources: 199- State GT - 19559.25					
2) Offer Pre-AP and AP classes in all core subjects and closely analyze quintile reports to track and target the needs of high achieving students.	Principal, Assistant Principals, Academic Dean, Teachers	Larger percentage of students achieving Level III on EOCs.	🔴		
Funding Sources: 199 - General Funds - 0.00					
					

**Goal 2: Increase the student attendance rate from 95.27% to 97%.**

**Performance Objective 1:** Increase Pine Tree High School student attendance rate from 95.27% to 97%.

**Evaluation Data Source(s) 1:** Six-weeks attendance rates  
Semester attendance rates

**Summative Evaluation 1:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
1) Senior students are allowed to have off-campus lunch on Fridays if they have perfect attendance three weeks in a row.	Assistant Principals, Attendance Clerk, Counselor(s), Principal, Registrar, Teacher(s)	Six-weeks attendance reports Semester attendance reports			
Funding Sources: 199 - General Funds - 0.00					
2) Consider using second semester exam exemptions for all grade levels to increase attendance.	Assistant Principals, Attendance Clerk, Counselor(s), Principal, Registrar, Teacher(s)	Six-weeks attendance reports Semester attendance reports			
Funding Sources: 199 - General Funds - 0.00					
3) Use cash incentives to increase attendance.	Assistant Principals, Attendance Clerk, Counselor(s), Principal, Registrar, Teacher(s)	Six-weeks attendance reports Semester attendance reports			
Funding Sources: 199 - General Funds - 0.00					
<b>Critical Success Factors</b> CSF 6	Student Services Department, Principal, Assistant Principals, Registrar	Six-weeks attendance reports Semester attendance reports			
4) Work with the Student Services Department on residency and transfer students to ensure regular student attendance.					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

**Goal 3: Increase the number of students who are prepared for post secondary opportunities and are college and/or career ready.**

**Performance Objective 1:** Provide at least five community choices for academic and career opportunities for students to gain real-world experiences.










**Evaluation Data Source(s) 1:** Staff Training, Evaluations, Work

Key Assessment scores, number of students taking work-force dual-credit courses, number of students earning industry-recognized certifications

**Summative Evaluation 1:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) Administer the Work Keys Assessment to PT juniors and partner with LEDCO on the Longview Work Ready Community Project.</p>	Assistant Principals, Counselor(s), CTE Director, CTE teachers, Principal	Number of students who successfully complete the Work Keys Assessment earning a Work-Ready Distinction.			
Funding Sources: 199 - General Funds - 0.00					
<p>2) Internships through the PTHS Health Science Program. Expand our health care science classes to provide real-world experiences and internships.</p>	Assistant Principals, Counselor(s), CTE Director, CTE teachers, Principal	Number of students enrolled in practicum programs such as Good Shepherd, etc.			
<p><b>Critical Success Factors</b> CSF 5</p> <p>3) Collaborate with Texas State Technical College (TSTC) to offer dual-credit opportunities in welding.</p>	Assistant Principals, Counselor(s), CTE Director, CTE teachers, Lead Teacher, Principal, Teacher(s)	Progress of students taking these courses. Number of students taking these courses. Students who successfully complete courses for this program.			
<p>4) Collaborate with LeTourneau University to provide opportunities and prepare students who have an interest in nursing. Students will have the opportunity to earn one year of college credit toward a BSN before they graduate from high school.</p>	Assistant Principals, Lead Counselor, Counselors, CTE Director, CTE teachers, Lead Teacher, Principal, Teachers	Progress of students taking these courses. Number of students taking these courses. Students who successfully complete courses for this program.			












<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>5) Provide students with opportunities to engage in STEM focused classes such as AV Broadcast, Robotics, Computer-Aided Drafting (CAD), 3D Modeling and Design with Science/Technology/Engineering and Math.</p>	<p>Academic Dean, Assistant Principals, Lead Counselor, Counselors, Principal, Sponsors, Teachers</p>	<p>Active participation in various programs. Completion of projects, Successful application of skills through competitions, events at stadium, and broadcasts at all campuses.</p>			
<p>Funding Sources: 199 - General Funds - 0.00</p>					
<p>6) Provide multiple College Readiness Lecture Sessions for senior students throughout the year to help prepare them for their post-secondary transition and provide PTHS Junior Night to introduce the college application process.</p>	<p>Principal, CTE Director, Lead Counselor, Counselors</p>	<p>Number of students and parents attending sessions</p>			
<p>7) Provide a wide variety of opportunities for students to earn industry-recognized certifications.</p>	<p>Principal, CTE Director, CTE Teachers</p>	<p>Number of students earning certifications</p>			
<p>Funding Sources: 199 - General Funds - 0.00</p>					
<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>8) Collaborate with all counselors to promote college and career-ready components on all campuses.</p>	<p>Lead Counselor, Counselors</p>	<p>Awareness and implementation of college and career-ready strategies</p>			
<p align="center">  = Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue </p>					

## Goal 4: Provide a safe and orderly school climate that is conducive to student learning

**Performance Objective 1:** Provide bi-weekly and monthly training and practice for establishing a safe and orderly school climate that creates a positive environment for learning.

**Evaluation Data Source(s) 1:** Reduce discipline referrals,  
Implement Olweus sessions,  
Hold monthly campus safety drills

### Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
1) Reduce discipline referrals so that students are present in classrooms for instruction.	Assistant Principals, Principal, Counselors, Teachers	Number of discipline referrals reduced			
<p><b>Critical Success Factors</b> CSF 6</p> 2) Implement bi-weekly Olweus sessions in the 4th period classes to train students to recognize and respond to characteristics of bullying.	Assistant Principals, Principal, Counselors, Teachers	Orderly campus atmosphere Reduced discipline referrals for bullying related incidents  Funding Sources: 199 - General Funds - 0.00			
3) Hold monthly campus safety drills to prepare staff and students for safety-related situations.	Assistant Principals, Principal, Teachers	Orderly and safe campus atmosphere Monthly drills			
4) 4) Conduct data walks weekly on each teacher and give feedback in monthly staff meetings.	Principal, Assistant Principals, Academic Dean	Cumulative data from walkthrough information			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

## Goal 5: Promote parent, school, and community relationships that foster increased student achievement.

**Performance Objective 1:** Provide at least ten opportunities for campus and community service and host at least five meetings for community and parents throughout the year.

**Evaluation Data Source(s) 1:** Event participation in campus and community service projects  
Sign-in sheets for campus meetings

### Summative Evaluation 1:






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
<p><b>Critical Success Factors</b> CSF 3 CSF 5</p> <p>1) Support and advertise opportunities for campus and community service through the Leadership Class, PALS, Principal's Advisory Committee and other student organizations.</p>	Assistant Principals, Principal, Sponsors, Teachers	Student Participation in various opportunities for service Projects completed			
Funding Sources: 199 - General Funds - 0.00					
<p><b>Critical Success Factors</b> CSF 3 CSF 5</p> <p>2) Collaborate with students, cheerleaders, band, drill team, athletic department, PT staff, Pine Tree Education Foundation, parents and community members to celebrate athletic and academic successes.</p>	Assistant Principals, Principal, Sponsors	Participation in events Completed events			
Funding Sources: 199 - General Funds - 0.00					
<p><b>Critical Success Factors</b> CSF 5</p> <p>3) Collaborate with the Pine Tree Education Foundation to provide support as well as projects for the fall fund-raiser gala.</p>	PT Foundation, Principal, Teachers	Completed projects			
Funding Sources: 199 - General Funds - 0.00					
<p><b>Critical Success Factors</b> CSF 3 CSF 5 CSF 6</p> <p>4) Start a Go Pirates campaign to build school spirit</p>	Entire PTHS Staff	Increased positive feedback and spirit participation			
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>5) Provide financial support for dual-credit opportunities for qualifying students.</p>	Principal, CTE Director, Academic Dean, Lead Counselor, Counselors	Enrollment and success in dual-credit courses			
= Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					









**Goal 6: Provide research-based, developmentally appropriate, and relevant instruction that promotes higher-order thinking skills.**

**Performance Objective 1:** PTHS teachers and staff will participate in professional learning opportunities to promote high quality and relevant instructional strategies that will impact student achievement through classroom instruction.

**Evaluation Data Source(s) 1:** Teachers will develop SMART goals and year-end review with administrator

**Summative Evaluation 1:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
<p><b>Critical Success Factors</b> CSF 7</p> <p>1) Train core teachers, CTE teachers and foreign language teachers on the design components of Learning Keys. The benefits will be the use of instructional strategies leading to higher order and critical thinking skills.</p>	Lead Teachers, Teachers, Principal, Assistant Principal(s), Academic Dean	Walk-thrus, Data Walks, Observations, PLC meeting agendas and notes			
Funding Sources: 199 - General Funds - 0.00					
<p><b>Critical Success Factors</b> CSF 7</p> <p>2) Provide LEAD4WARD ELAR training for English I and II teachers with Gayla Wiggins</p>	Lead English Teacher, Academic Dean, Assistant Principal, Principal	Walk-thrus, PLC agendas and meeting notes, classroom observations			
Funding Sources: 199 - General Funds - 0.00					
<p><b>Critical Success Factors</b> CSF 7</p> <p>3) Use the LEAD4WARD Math training: Out with the Old and in with the New to implement new math TEKS in Geometry and Algebra I and II.</p>	Lead Math Teacher, Academic Dean, Assistant Principal, Principal	Walk-thrus, PLC agendas and meeting notes, classroom observations.			
Funding Sources: 199 - General Funds - 0.00					
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>4) Use Learning Keys strategies and methods to design instruction at the higher levels of Blooms' Taxonomy</p>	Lead Teachers, Teachers, Principal, Academic Dean, Assistant Principal(s)	Data walks, Walk-thrus, summative evaluations, PLC meetings, Lesson Plans			
Funding Sources: 199 - General Funds - 0.00					
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3</p> <p>5) PLC Teams: Utilize PLC teams to design effective instruction and collaborate on research based, appropriate strategies and evaluate student data to drive future teaching goals.</p>	Principal, Assistant Principal(s), Academic Dean	PLC meeting agendas and notes, Walk-thrus, lesson plans			
Funding Sources: 199 - General Funds - 0.00					






<p align="center"><b>Critical Success Factors</b> CSF 3</p> <p>6) STEM Program Provide students with opportunities to engage in higher-order reasoning through the combination of programs such as AV Broadcast, Robotics, Computer-Aided Drafting (CAD), 3D Modeling and Design with Science/Technology/Engineering/Math.</p>	<p>Academic Dean, Assistant Principals, Counselor(s), Principal, Sponsors, Teacher(s)</p>	<p>Formative - Active participation in various programs Summative: Completion of projects, successful application of skills through competitions, at stadium, broadcasts at all campuses</p>			
<p>Funding Sources: 199 - General Funds - 0.00</p>					
<p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>7) Instructional Strategies: Use research-based strategies such as those outlined in Marzano's Instructional Strategies that Work.</p>	<p>Academic Dean, Assistant Principals, Principal, Teacher(s)</p>	<p>Walkthrus, PLC agendas and meeting notes and lesson plans</p>			
<p>Funding Sources: 199 - General Funds - 0.00</p>					
<p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>8) Provide ELA teachers extra PLC opportunities at several times throughout the year.</p>	<p>Assistant Superintendent for Curriculum and Instruction, Principal, Academic Dean and ELA teachers</p>	<p>Meeting minutes Sign-in sheets</p>			
<p align="center">  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>					








## Goal 7: Integrate technology to enrich the curriculum and expand learning opportunities for all.

**Performance Objective 1:** PTHS will provide access to high quality digital tools and professional learning to enrich the curriculum and expand learning opportunities for all.

**Evaluation Data Source(s) 1:** Use of digital tools and attendance at the professional learning trainings

### Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
<p><b>Critical Success Factors</b> CSF 4 CSF 6</p> <p>1) Every PTHS student will have the opportunity to have a school-issued iPad to use throughout the day and at home.</p>	Technicians, Principal, Assistant Principals, Academic Dean	Student use of iPads			
Funding Sources: 199 - General Funds - 0.00					
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) PTHS will combine the power of our online announcements with the timeliness of our school newspaper (PT Cutlass) to provide a real-time hub for school news, information and announcements.</p>	Technicians, Principal, Assistant Principals, Academic Dean, Teachers	Well-informed students, staff and parents/community			
Funding Sources: 199 - General Funds - 0.00					
<p><b>Critical Success Factors</b> CSF 3 CSF 6</p> <p>3) PTHS teachers will have access to an iPad and laptop that can be used to expand learning opportunities for students.</p>	Technicians, Principal, Academic Dean, Teachers	Increased learning opportunities for students			
Funding Sources: 199 - General Funds - 0.00					
<p><b>Critical Success Factors</b> CSF 4 CSF 6</p> <p>4) PTHS computer labs will become virtual desktop environments providing nearly unlimited storage, communication and speed capacity allowing them to create advanced digital content.</p>	Technicians, Principal, Academic Dean, Assistant Principals, Teachers	Increased learning opportunities for students			
Funding Sources: 199 - General Funds - 0.00					
<p><b>Critical Success Factors</b> CSF 4 CSF 6</p> <p>5) PTHS will share two technicians to provide tech support.</p>	Technicians, Principal, Assistant Principals, Academic Dean, Teachers	Effective use of instructional technology to improve instruction			
Funding Sources: 199 - General Funds - 0.00					

<p align="center"><b>Critical Success Factors</b> CSF 3 CSF 6 CSF 7</p> <p>6) Teachers will participate in a series of professional learning opportunities throughout the fall in preparation for a greater focus on student-centered instruction in the spring.</p>	<p>Technicians, Principal, Assistant Principals, Academic Dean, Teachers</p>	<p>Increased staff knowledge of student-centered instructional tools and effective use of instructional technology to improve instruction</p>			
<p>Funding Sources: 199 - General Funds - 0.00</p>					
<p align="center"><b>Critical Success Factors</b> CSF 3 CSF 7</p> <p>7) Work with Region 7 to host iPadPalooza</p>	<p>CTE Director, Principal, Technicians, Teachers</p>	<p>Attendance at iPadPalooza</p>			
<p align="center">  = Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue </p>					

## State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	PTHS will utilize the support and expertise of a reading specialist who will provide specific instruction focusing on reading strategies for at-risk learners and those students reading below grade level. State System Safeguard Focus: African American (55%), Economically Disadvantaged (63%), Special Ed (12%) and LEP (33%) for English I African American (53%), Two or more races (55%), Special Education 13%, and LEP 13%
1	1	2	9th Grade MAPS Class Use the TEA innovative course called Methodology for Academic and Personal Success (MAPS) with a select group of ninth graders. This course is designed to focus on the skills and strategies necessary for students to make a successful transition into high school and an academic career. State System Safeguard Focus: African American, Economically Disadvantaged, and Special Ed for English I and Special Ed in Biology and Algebra I.
1	1	3	Support Classes Provide academic support classes for students who have been unsuccessful on one or more EOC tests. System Safeguard Focus: African American, Hispanic, Economically Disadvantaged, and Special Ed.
1	1	5	Use RtI model to intervene for all students who do not show adequate progress. State System Safeguard: African American, Hispanic, Economically Disadvantaged and Special Ed
1	2	1	Strategically place and build classes based on student need and achievement. Provide content mastery support based on student need.
1	2	2	Use PLC teams to examine instructional practices and discuss data for students who are taking EOC tests.



## Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	PTHS will utilize the support and expertise of a reading specialist who will provide specific instruction focusing on reading strategies for at-risk learners and those students reading below grade level. State System Safeguard Focus: African American (55%), Economically Disadvantaged (63%), Special Ed (12%) and LEP (33%) for English I African American (53%), Two or more races (55%), Special Education 13%, and LEP 13%
1	1	3	Support Classes Provide academic support classes for students who have been unsuccessful on one or more EOC tests. System Safeguard Focus: African American, Hispanic, Economically Disadvantaged, and Special Ed.
1	1	5	Use RtI model to intervene for all students who do not show adequate progress. State System Safeguard: African American, Hispanic, Economically Disadvantaged and Special Ed
1	2	2	Use PLC teams to examine instructional practices and discuss data for students who are taking EOC tests.